

Comments on Orientation '66

by Charlotte Conlin, Betsy Soelman, and Marty Gotwals

This year's orientation program has provoked a variety of interesting and highly conflicting reactions. While most new students concede the necessity of some sort of adjustment to college life, ideas about what type of program would best serve this purpose vary considerably. The following remarks pertaining to this year's program were made by participating freshmen and transfers:

"It was helpful. You need some sort of transition."—Janet Perry '70

"I was bored and anxious for classes to begin."—Sue Watson '70

"I don't think it's necessary to have such a long orientation; it could easily have been accomplished in three days."—John Winslow '70

"Yeah, I liked it. It was a lot of fun."—Bruce Taylor '70

"I didn't think we had enough hazing."—Scott Pride '70

"It really helped me to get to know the kids."—Barbara Standing '70

"It's an introduction to the college—it's better than just being plunged into the situation."—David Giannini '70

AND

"I would rank discussions, pre-registration talks, and the literature passed out the best thing about orientation."—Penny Jessop '70

"The lectures, such as Dr. Kimpel's, were very good."—Eric Schiffman '70

"There were too many lectures, one right after the other."—Kathy Sexton '70

AND

(caught in a private discussion)

"The happy tradition is ridiculous; there's too much emphasis on having fun and not enough on preparing for study."—Andy Applequest '70

"The girls should be allowed to join in on the happy tradition."—Norma Saylor '70

The freshmen have conflicting opinions as to what should be stressed—having fun or preparing oneself for intellectual pursuits. The orientation committee, however, recognizing the threefold need of an orientation program to acquaint new students 1) with each other, 2) with the academic life of the college, and 3) with the cultural opportunities of the area (ie New York), planned a more academically and culturally-oriented program than in previous years. Students were administered a battery of tests measuring their psychological equilibrium (sanity) and competence in the English language (literacy). They were also rounded up into discussion groups based upon a reading list sent to them in advance, shepherded to teas and coffee hours with upperclassmen, and provided with other amusing activities, such as a group swim and a dance. Dr. Kimpel's address brought new students to a realization of their intellectual responsibilities, and conferences with deans introduced them to their social and moral (?) obligations. Students unacquainted with the cultural resources of New York City were briefed and sent to discover the rich mines of art and music in the Museum of Modern Art, Lincoln Center, and the old Bowery.

This was college summed up in one hectic week. Was it successful? Comments of members of the orientation committee reflect their satisfaction with the success of the program, although not without reservations and suggestions for improvement:

"It gave a more complete view of the academic and social aspects."—Shirley Gilkerson '68

"I thought the freshmen had a better experience, but it needs to be improved in the area of discussion groups and faculty participation."—Art Jones '67

"The class was very responsive to the program."—Donna Davis '67

"Although the people on the committee were of different viewpoints and beliefs, they worked together to give, in my estimation, the best orientation possible."—Barry Fenstermacher '69

The overall trend seems to be towards an increasingly intellectual orientation, as John Runyon indicated when he said, "Our goal was to orient the students to an academic community, rather than to a social community."

Ed. Note: The ACORN welcomes student and faculty responses to this article.

Viet Debate Spirited

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er which China had control. Patton mentioned Tibet and Cuba as having governments with which China was strongly entwined, and added that the dearth of other "power bases" was surely not due to lack of effort.

U.S. peace offers were, again predictably, batted around. The left-wingers termed them hypocrisy, while the right-wingers used them to demonstrate the ostensible unwillingness of the other side to negotiate.

This "mutuality of obligation," as Patton termed it, came up in another context also. Patton and Molnar both were adamant that any cease-fire would have to be bi-lateral, while Frost in particular said that unless we have a unilateral cease-fire, "we make a mockery of our talk of negotiation."

The controversial Geneva agreements were mentioned briefly. Sampath said they would have to be the basis of negotiations, while Frost and Bosick used them merely to support their claim of American aggression. The only "hawk" to mention them, Molnar, reminded that South Vietnam was not a signatory to the 1954 accords.

The matter of dissent in this country and its alleged suppression was touched upon by Sampath first, when he said that dissenters here are fearful of expressing themselves and this is wrong. Frost went further; he

named five specific instances when he felt the treatment of "Vietniks" was unfair. Patton answered these charges later on. One example: Frost claimed the recent House Committee on Un-American Activities hearings on Vietnam were a thinly-veiled, prejudiced assault on the left, and that they were planned that way. Patton replied that they indicated the true nature of the left.

While the value of historical analogies was dubious to some of the guests, they were nonetheless brought up frequently. Professor Molnar, for example, claimed that Russia's "better behavior" of the last four years is a direct result of U.S. brinkmanship tactics in the Cuban missile crisis.

No one wanted the U.S. to be a permanent police force in Asia. Asked if this was what his ideas would lead to, Patton replied that he hoped Japan and India could one day control China as much as necessary, but that now the U.S. was the only one capable of this function.

After the panel was over, Frost discussed his defeat in the primary, stating that he didn't really trust the final ballot figures, and that also his defeat was more by a machine than an issue. (Bosick cracked, "Communists and New Jersey Democrats always vote the party line.") He said that for a true picture of how Americans feel about the "peace" movement, one should look at Theodore Weiss' showing in New York.

But undoubtedly no one's opinions were changed. "We must get out of Vietnam before this turns into World War III, of which the likelihood is increasing each day," warned Frost. "But we are in Vietnam precisely because we don't want such a conflict," answered Patton. The choices in the world are indeed as Dr. Molnar put it, between "not good and bad, but the less bad and the more good."

OXNAM

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WERD Plans Sweeping Changes, Improvements

Len Altamura, new Station Manager of WERD, has announced major changes to improve the campus radio station. These plans include revised programming, the acquisition of new equipment, and the addition of new members to the staff.

Arrangements have been made to bring all Drew home and away games to WERD listeners beginning with the soccer season. WERD has also scheduled to play the top 40 rock and roll records during most of the broadcasting day. Their selection of popular hits will duplicate that of the commercial radio stations in this area.

Other new radio features will include "Campus Commentary" on Sunday nights at 7:00, featuring discussion of campus events, and sponsored by the DREW ACORN. On Sundays from 8-10 P.M., WERD will feature "The Kurt Schwalbe Show," a forum of lively discussions, frequently with Drew professors. "Experiment 60" with John Winslow on Wednesday evenings from 8:00-8:30 combines radio drama, interviews, and a "kaleidoscope of sounds." Another new program is "Jazz Unlimited" hosted by Robert Hancock Wednesdays at 10:30 P.M.

WERD has also made an agreement with Fairleigh Dickinson University to have co-operative broadcasts throughout the year. They plan to exchange announcers, records, and equipment.

Since more funds were available to WERD (ECAC doubled last year's budget), it is now possible for the station "to invest in new records, testing, equipment, and studio facilities...

(making) possibilities for the year unlimited." WERD has recently received a thousand watt transmitter from WAAT in Trenton and hopes to acquire a console from WABC in New York, which is offering it to a deserving college or university radio station.

Altamura is confident that WERD "has no where to go but up," and attributed his optimism to the co-operation he has received from his staff and from the administration. Mr. Mark Lono, head of the Public Relations Department here, is the station's new advisor. Mr. Lono formerly directed the radio station at the University of Pennsylvania. In

addition, six transfer students with previous broadcasting experience are now on the staff. One of them, Robert Kulow, has earned a first class radio operator's license.

The new Executive Board of WERD is headed by the Station Manager, Len Altamura; and includes Ron Rossi, Business Manager; Rich Katz, Technical Manager; Peggy Mesinger, Secretary; John Connell, Director of Engineering; Robert Kulow, Technical Director; John Schaffer, Director of Public Relations; John Winslow, Special Affairs Director; David Hinkley, News Coordinator; and Shirley Gilkerson, Record Librarian.

Attorney General Keyko To Handle Student Cases

For the first time student disputes and legal violations will be dealt with by the student judicial organization. Under the new constitution all cases now go through the office of the Attorney General, Dave Keyko.

All reported student violations of regulations go to the Attorney General's office. He is responsible for investigation—done by a member of his staff—and prosecution of all cases.

Student grievances brought up by any student against another are investigated by the Attorney General's office. The student may be his own counsel, name counsel, or have the Attorney General prosecute on his behalf if he is the plaintiff. The Attor-

ney General may also prosecute on his behalf of the President of the Student Association.

Disputes between dormitory members in or near the dormitory areas are for the most part handled by the Dormitory Judicial Councils. Appeals may be made to the College Judicial Council which also handles cases between students of different dormitories and violation of university regulations.

The Judicial Council is made up of seven members appointed by the President of the Student Association and approved by the Senate.

Unusual cases beyond the jurisdiction of these councils go before the Faculty Committee on Student Discipline.

Tests

Scheduled

Information regarding tests to be given to prospective students of graduate, law, medical, and other schools may be obtained from Mr. James W. Mills, acting director of the Counseling Center. Mr. Mills can be found on the second floor of Sycamore Cottage on Mondays, Wednesdays, and Fridays.

Graduate Record Exams will be given October 29th and December 17th. Students should apply for these tests at the registrar's office by October 14th and November 29th.

The Law School Admission Test, required of candidates for admission to most law schools, will be given November 12, 1966; February 11, 1967; April 8, 1967; and August 5, 1967. A Bulletin of Information and a registration form can be obtained six weeks in advance of the testing date from Law School Admission Test, Box 944, Educational Testing Service, Princeton, N. J. 08540. Registration forms and fees must reach ETS two weeks before the test administration dates.

tic about the possibility of having additional institutions of higher learning in the area. We welcome the new County College of Morris and the new Parsippany-Troy Hills campus of Bloomfield College, and we encourage the New Jersey College of Medicine and Dentistry and the proposed Institute for Science and Technology to join us here.

The scientific and technological importance and the community cooperation of this area, and its proximity to New York City, make this an ideal location for educational institutions. Although we can understand that other communities also would like to have the medical college and the graduate institute among them, we join the people of Morris County in hoping that these institutions will choose to locate here. Drew University maintains an active interest in the constructive development of the area, and we feel that these new schools will be able to contribute measurably to this development.

We look forward to helping these schools in any way we can, and anticipate the time when we can plan together to use our resources to the best advantage of the people and industries in the area."